DOCUMENT RESUME

ED 128 401 TM 005 584

TITLE	[Colorado Adult Needs Assessment Survey Instruments for Citizens, Employers and Agencies, 1974.]
INSTITUTION	Center for Research and Education, Denver, Colo.
SPONS AGENCY	Colorado State Dept. of Education, Denver.
PUB DATE	74
NOTE	44p.
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS	*Adult Education; Adults; Agencies; *Educational Needs; Employers; Examiners; Field Interviews; Guides; *Inquiry Training; *Needs Assessment; Question Answer Interviews; Questioning Techniques; *State Programs; State Surveys; Vocational Education; *Vocational Interests
IDENTIFIERS	Colorado; *Colorado Adult Needs Assessment Project

ABSTRACT

The Colorado Adult Needs Assessment Project was conducted in order to develop factual, up-to-date information about the educational and occupational needs, interests, and attitudes of adults in the state. The findings will be used for planning improvements in the broad area of adult and vocational education. Information was gathered from employers and agencies by means of surveys, and from citizens by means of interviews. The Interviewer's Handbook, the Citizen Survey, the Employer Survey, and the Agency Survey are all included here. (Author/BW)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

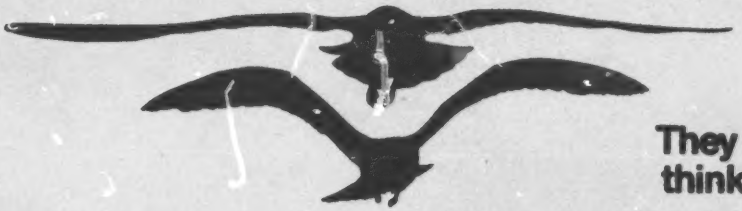
ED128401

Adult Needs Assessment

INTERVIEWER'S HANDBOOK

cde
SBCCOE

TM005 584



They can because they think they can

"The continuing educational needs of Colorado's adults are of first importance. There are thousands of adults who want an opportunity to further supplement their education and training. This opportunity can mean the attainment of the full potential of the unemployed and underemployed of Colorado. It can mean a higher standard of living for them and for their families.

The Adult Education Needs Assessment Program is vitally important to all of us. I thank you, each one of you, for your cooperation."

Governor John Vanderhoof

This Document was Developed and Prepared by the
Center for Research and Education
Under Contract With the
Colorado Department of Education
1974

TABLE OF CONTENTS

Section 1
Introduction 1

Section 2
The Project 1
What is the Project? 1
What is Your Role in the Project? 1

Section 3
Procedures 2
Preparing for the Interview 2
The Interview 2
Following the Interview 2

Section 4
Techniques for Preparing for the Interview 3

Section 5
Techniques for Conducting the Interview 4

Section 6
Techniques for Editing the Interview 13

Section 7
Conclusion 15

1. INTRODUCTION

Interviews occur for one reason – to seek specified information. They usually involve two people, a selected subject, a set goal, and are designed to occur within a particular set of circumstances. Although interviews are carefully directed and controlled, there is always the possibility of misunderstanding or misinterpretation. Interviewing is, for this reason, a complex and often difficult means of communication. Nevertheless, they have a high potential for producing data of great value.

This handbook will discuss the techniques of interviewing to prepare you for your role in this project for the Colorado Department of Education. It describes your task in administering the interview questionnaire; provides guidelines to make the interview process easier; and deals with the importance of clarity and consistency in interviewing. As such, consider this your source book – it will answer any questions you may have and will give you a better grasp of the skills you need to be a successful interviewer. As further aid to you in this project, you will attend a training program. In addition, a field coordinator has been designated to be your supervisor during this project. You are urged to consult with your coordinator whenever you have a problem or question.

2. THE PROJECT

What is the Project?

The Adult Needs Assessment Project is being conducted by the Colorado Department of Education (CDE) and the State Board of Community Colleges and Occupational Education (SBCCOE).

The purpose of the assessment is to develop factual, up-to-date information about the educational and occupational needs, interests and attitudes of adults in the State.

The Adult Education Section of the Department of Education and the Occupational Education Division of SBCCOE will use these findings for planning improvements in the broad area of adult and vocational education. To insure that a broad range of adult learning needs are reflected in the assessment, it will be conducted throughout the State's thirteen Planning and Management Districts, representing a cross-section of the population in regard to age, sex, race and/or ethnic background, socio-economic status, employment status and occupational interests.

What Is Your Role In This Project?

You will be an interviewer charged with gathering very important information. You are the critical link between the people of Colorado and the Agencies directing the project. You will play a central role in making CDE and SBCCOE more successful in providing services to the citizens of the state. By carefully following the instructions in this guidebook, your efforts will be beneficial to many, many people.

A letter of introduction identifying you as a representative of the Colorado Department of Education will be your passport into many homes in the state. This letter, which includes your name, a description of the assessment project, and information about how the data will be used, will be your official endorsement.

Specifically, you have the following duties and responsibilities:

- **The interviewing of a sample of citizens of Colorado**
  A list of those people selected will be given to you by your field coordinator. It is your responsibility to interview only those individuals on your list.
- **The collection of accurate information**
  This is your most important responsibility. Accuracy is the watchword, for not only must you collect complete, correct information from the respondent, but you must also record it accurately. This skill was emphasized in your training program.
- **The completion of all questionnaires for which you obtained data**
  It is your responsibility as an interviewer for this project to correctly complete and record all information requested on the questionnaire. Cover sheets and questionnaires are to be promptly turned in to your field coordinator every time five are completed.

3. PROCEDURES

Preparing for the Interview

As is true for any project, proper preparation is very important. The following steps should be completed before you begin your first interview. The page numbers that follow each item refer to the page on which more detailed information may be found.

1. Obtain list of names and addresses from your field coordinator. (Page 3)
2. Check to make sure you have all needed supplies. (Page 3)
3. Select something to wear that is simple and neat. (Page 3)
4. Locate your letter of introduction which is to be shown to the respondent. (Page 3)
5. Familiarize yourself with the sampling procedures to insure that you know how to locate the respondents assigned to you. (Page 3)
6. Fill in appropriate items on the questionnaire cover sheet. (Page 3)
7. Know what to do in case of a noninterview or nonsample. (Page 3)

The Interview

The thought of interviewing a variety of people might worry some of you. However, if you memorize and follow the procedural steps outlined below for the conducting of each interview, you should have no problems collecting the needed information in a professional, competent manner. The techniques and skills that you need to learn to carry out these procedural steps are covered in detail in the next section of your guidebook. To aid you in quickly locating this information, page numbers have been provided under each step.

1. Identify yourself to the person that answers the door and ask for the respondent by name. (Page 4)
2. Tell the respondent whom you represent and the purpose of the assessment. (Page 5)
3. Answer any of the respondent's questions about the project. (Page 5)
4. Assure the respondent that his answers will be confidential. (Page 5)
5. Tell the respondent how he was selected. (Page 5)
6. Gain permission for entering the home to conduct the interview. (Page 6)
7. Use the questionnaire provided for conducting the interview. (Page 7)
8. Ask the questions exactly as worded in the questionnaire. (Page 10)
9. Ask every question specified in the questionnaire in the order presented. (Page 10)
10. Repeat and clarify questions which are misunderstood or misinterpreted. (Page 11)
11. Record the respondent's answers as he gives them. (Page 11)
12. Use probing techniques to stimulate discussion and obtain the needed information. (Page 11)
13. Upon completion of the questioning, terminate the interview. (Page 13)
14. Thank the respondent for his time and interest. (Page 13)
15. Leave the dwelling. (Page 13)

Following The Interview

There are a number of very important steps that you must complete as soon after the interview has been conducted as possible. These steps are outlined here. You will find complete instructions for how to do each step on the page noted in parenthesis.

1. Complete the "Thumbnail Sketch" at the end of the questionnaire. (Page 13)
2. Check to make sure that everything noted on the questionnaire is accurate. (Page 14)
3. Put parentheses around all comments not made by the respondent. (Page 14)
4. Make sure all writing is legible. (Page 15)
5. Make sure the questionnaire is complete. (Page 15)
6. Make sure the cover sheet is completely filled out. (Page 15)
7. Give completed, edited questionnaire to your field coordinator promptly. (Page 15)

4. TECHNIQUES FOR PREPARING FOR THE INTERVIEW

OBTAIN YOUR LIST OF NAMES AND ADDRESSES FROM YOUR FIELD COORDINATOR. CHECK TO MAKE SURE YOU HAVE ALL NEEDED SUPPLIES

These are some items you may need to have with you. Check off the ones your coordinator specifies:

_____ Identity card (with photograph) – could be driver's license
_____ Letter of introduction
_____ Brochure explaining project
_____ Clipboard to use as writing surface
_____ File boxes and files for storing completed questionnaires
_____ Interviewer's Handbook
_____ Expense claim forms
_____ Maps of study area
_____ Pencils (sharpened)
_____ Notebooks
_____ Envelopes and stationery
_____ Paper clips
_____ Other _____ _____
_____
_____

SELECT SOMETHING TO WEAR THAT IS SIMPLE AND NEAT

Dress should be kept as simple and neat as possible and should be appropriate to the time of day, and, insofar as possible, to regional tastes. (If it is known that in a particular region, slacks are not acceptable for women, a female interviewer should not wear them; if business suits are seldom worn in a rural community, it would be unwise for the male interviewer to wear one.) Avoid any trappings, such as briefcases which salesmen often carry as well as any identification with groups or organizations (fraternity pins, badges, rings, etc.) Clothing should never be distracting.

LOCATE YOUR LETTER OF INTRODUCTION WHICH IS TO BE SHOWN TO THE RESPONDENT

A letter of introduction, signed by the Commissioner of Education and the Commissioner of the State Board of Community Colleges and Occupational Education, was given to you at the training session. There are two versions, one in English and one in Spanish. It will be up to you to decide which version to use in a given situation.

FAMILIARIZE YOURSELF WITH THE SAMPLING PROCEDURES TO INSURE THAT YOU KNOW HOW TO LOCATE RESPONDENTS ASSIGNED TO YOU

It is important that you have a clear understanding of how to locate the people you are to interview. Check with your Field Coordinator if you are unsure of the procedure.

FILL IN APPROPRIATE ITEMS ON THE QUESTIONNAIRE COVER SHEET

Before starting the interview, be sure all necessary identification is on each cover sheet – planning region number, the cluster number, the sample number, replication letter, and the household number. This will be explained during your training sessions.

Enter your name, address and phone number.

Make sure the specific address appears on the cover sheet in exactly the same words as it appears on the listing sheet. Fill in day and time for initial call and (later) any subsequent calls.

KNOW WHAT TO DO IN CASE OF A REFUSAL, NONINTERVIEW OR NONSAMPLE

In the case of a refusal, noninterview, or nonsample, some explanation to that effect must be entered on the cover sheet.

- In the case of a refusal, you should try to give as much information as you can that has bearing on why you were refused the interview. (See page 6 for examples of rationales for refusals.)
- The noninterview situation occurs when no interview is taken but there is an eligible respondent by study definition. Note that the study defines the limits of eligibility for the assessment's respondents. For example, eligible respondents for this needs assessment

are "all people 16 years old or older who are not enrolled in formal education programs." If you do not get an interview with the eligible respondent, it is a noninterview. A noninterview may result from conditions beyond the interviewer's control. For example, the eligible respondent may be too ill to be interviewed, senile, or paralyzed etc. You may also never be able to find the respondent at home. Noninterviews affect the response rate and thus can bias the study.

- Initial call and callback procedures greatly affect this response rate and the costs of the study. To increase response rates and keep costs down, use the following strategies as a guide:

1. Start calls on all assigned dwelling units early in the study period. This gets you off to a good start and allows time to make callbacks for respondents who are difficult to reach.
2. Plan to allow enough time on the first visit to update or make a listing and take an interview. In addition to giving you an early start, this will lower sampling costs.
3. Notice who the specified respondent will be and plan to call when the respondent is most likely to be home. For example, if the male head of the household is to be interviewed, try to make your first call in the late afternoon, early evening, or on the weekends. If housewives are to be interviewed, try to call in the morning between 9:30 and 11:00 or in the afternoon from 1:30 to 4:00. Avoid the lunch and dinner hours since women are likely to be too busy to talk at that time. Timing the call to coincide with the respondent's most likely time for being available will increase the number of interviews completed on the first contact and therefore, allow for more time trying to reach more difficult respondents.

The nonsample situation, occurs when there is no dwelling unit at the assigned address (no such number, no such street, address not a dwelling but a business, school, church, etc.); the dwelling unit is vacant, or the assigned address is outside the established survey boundaries; or there is no one at the assigned address who is eligible by study definition.

In all of these situations, some explanation must be given on the cover sheet before it is turned in to the Field Coordinator. Since the cover sheet and the questionnaire are number coded as a unit, be sure to turn in the cover sheet and the accompanying blank questionnaire.

Note: Of course, your best preparation step is to read and study this handbook so that you will have a better grasp of the skills you will need to be a successful interviewer.

5. TECHNIQUES FOR CONDUCTING THE INTERVIEW

IDENTIFY YOURSELF TO THE PERSON AT THE DOOR AND ASK FOR THE RESPONDENT BY NAME

When a respondent answers the door, his first reaction to a request for an interview is likely to be a mixture of both curiosity and suspicion. You must clearly identify yourself and your purpose in a manner that is friendly and stimulates the

respondent's further interest. You are provided with a letter which introduces you by name and indicates that you are representing the Colorado Department of Education. This emphasizes the official nature of the call.

The person who answers the door may not be the person to be interviewed. Establish a friendly relationship with whoever answers the door. Find out if he is the respondent. If not, ask to speak with the person identified on the list given you by your field coordinator.

TELL THE RESPONDENT WHOM YOU REPRESENT AND THE PURPOSE OF THE ASSESSMENT

Once you have identified who the respondent is, show your letter of introduction and explain the purpose of your call. Your manner of speaking to the respondent is very important – that means not only what is said but how it is said. Well modulated tone of voice works best – not too loud or too soft. You must never appear intimidated nor should you intimidate the respondent.

Agency materials provide background information on the project. You should have what you are going to say about the needs assessment project clearly in mind in order to not have to stop and read the material. Avoid long explanations. Be simple, clear, straightforward. Use language that is easily understood. Avoid introducing a bias into the interview by giving your own opinions. Make only general statements which describe the assessment project. For example, "We are getting information on how people feel about services and programs offered to citizens of our state," or "We are trying to determine the educational interests of people in Colorado."

From the beginning of your contact with the respondent, try to do the following:

Demonstrate warmth and responsiveness. The respondent needs to feel you are genuinely interested in him and accept him as a person.

Create a relaxed atmosphere. You should try to create and maintain an atmosphere in which the respondent feels completely free to express his feelings or viewpoints. He must know that his answers will not be judged but rather accepted as a true expression of his feelings. Your attitude should be one of acceptance and understanding, communicating that no answer is inappropriate.

Avoid any kind of bias or coercion. You should never state your ideas, reactions or preferences or otherwise bias the interview. Although maintaining a relaxed, friendly manner during the interview, you remain objective in much the same manner as a lawyer or physician when dealing with his clients. The ideal is for the respondent to feel "at last, here is a person I can talk to."

Through his relationship with you, the respondent not only feels free to talk, but is actually stimulated to do so.

ANSWER ANY OF THE RESPONDENT'S QUESTIONS ABOUT THE PROJECT

Many people will go through an interview without asking any questions. Some will ask for information during the introduction or after the start of the interview. Whichever happens, be ready to answer the respondent's questions. Listen to him and answer only what he has asked. Unasked-for information may bore the respondent, be misunderstood, or could lead to a bias on the part of the respondent. Some of the more typical questions which could arise in the course of an interview are the following:

"Who gave you my name?"

"I don't know enough about this. Why don't you go next door?"

"What's this all about, anyway?"

"Why are you doing this survey?"

You should be ready with convincing answers. The material in this handbook, your training sessions, and the background information provided on the survey should give you what you need to answer these questions.

ASSURE THE RESPONDENT THAT THE ANSWERS WILL BE CONFIDENTIAL

Tell the respondent that neither he or his responses will be identified in any way in the final results of the survey.

TELL THE RESPONDENT HOW HE WAS SELECTED

It is important that the respondent understand he is part of a "cross-section" survey, and that he was chosen from a representative selection of communities in the state. A way to explain this is to say, "In trying to find out what people in the state think, we try to talk to men and women of different ages, from all walks of life. We start by selecting certain counties or cities from all over the state. In each of these areas, smaller areas such as blocks or communities were selected and finally a random selection of specific addresses was made.

When the interviews from all these addresses are combined, we have a cross section of the people."

GAIN PERMISSION TO ENTER THE HOUSE TO CONDUCT THE INTERVIEW

You should be assertive at the time of your introduction. When speaking to the respondent, you should not ask questions to gain permission for the interview. You must assume the respondent is not too busy and should approach him as though the interview were going to take place right then. For instance, instead of asking, "May I come in?" – to which a respondent can easily say "no" – the interview says: "I would like to come in and talk with you about this."

Questions which permit or even encourage negative answers can lead the respondent into refusing to be interviewed. Make arrangements to return at a more convenient time only if the respondent suggests this. Suggest it only as a last resort to leave the door open for another try at a time when the respondent might be more willing to be interviewed.

The following are some strategies you can use for handling potential refusals.

- Approach the respondent from his point of view. By being aware of the respondent, you are more capable of adapting your introduction and explanation to the situation. Begin to sense reasons behind his hesitancy and develop ways of reassuring him.
- In cases where the respondent is actually too busy, is getting ready to go out, etc., try to stimulate his interest to the extent he will be willing to be interviewed at a later time. The callback interview should be scheduled before you leave.
- When not getting anywhere during the first meeting with a respondent, try to leave before he gives the final "no." Try to leave the door open for another try at a later time. It may just be a bad time for him.
- As a last resort, leave. Return some other day in the hope that he will be in a better mood. Make an appointment to return if the respondent suggests this, but remember that if he really wants to avoid the interview, he can simply not be there for the callback.
- Try the "new face" approach with two or more interviewers. When one interviewer does not seem to get anywhere with the prospective respondent, perhaps another interviewer might be more successful.
- Do not interview another person as a substitute for the designated respondent.
- If the selected respondent is not at home, the introduction procedure should be followed with someone else in the dwelling who knows when the designated respondent will be at home. Try to establish friendly relations with this person since his attitude can help or hinder making contact with the designated respondent. Sometimes it is helpful to explain briefly why someone other than the designated respondent cannot be interviewed.

Of course, sometimes even the best strategies don't work and the respondent refuses the interview. New interviewers frequently ask, "What do you do when a person refuses to be interviewed?" This is a good question. Unfortunately, there are no standard answers. Just as one respondent differs from another, the reasons for refusal are many and varied.

Refusals are also a source of concern to researchers as they introduce a bias into the survey findings. You are asked to try to obtain as much information as you can about the respondent who refuses the interview – age, sex, marital status, number of children, type of dwelling, and so on – helps. A full account of the meeting with the respondent is particularly helpful. Record your information in the proper place in the questionnaire and turn it in to your Field Coordinator along with your completed questionnaires.

Here are some possible reasons for refusals which may be expressed by a respondent.

- No reason given – you are given a flat "no" or "not interested" type of answer.
- Respondent expresses anti-government, anti-administration, anti-business, etc. feelings.
- Respondent expresses feeling that surveys are "silly" or "not worthwhile."
- There is evidence of some bad feeling toward the interviewer, with no real reason given for not wanting to give the interview.
- Respondent "too busy."
- Respondent didn't want to or couldn't take time for the interview.

- Respondent interviewed by some other survey organizations or some sales organization who misrepresented the reason for the visit.

Please remember that this introductory phase of the interview is extremely important. Respondents often react more to the relationship they develop with you than to the content of the questions they are asked. If you are an understanding person who accepts what the respondent says, chances are he will be more willing to answer your questions truthfully and completely. How you personally affect the respondent can spell the difference between being invited in to conduct the interview or being refused. For this reason, you should try to achieve rapport with the respondent to insure that he enjoys his conversation with you.

The following are some tips to help you achieve rapport with the respondent:

- Encourage the respondent to feel that talking with you will be pleasing and satisfying. Good interviewers appear as people with whom the respondent can enjoy talking, one who can understand the respondent's situation and point of view.
- Encourage the respondent to see the survey as being important and worthwhile. Help him to see that his response is needed to make the survey results more meaningful to the project. When the respondent views the interview as an opportunity to express his views and knows that they will have impact, he may be more cooperative in volunteering information.
- Adapt your approach to the situation. This point cannot be overemphasized. The most successful interviewer is one who is able to size up the situation quickly on the basis of what little information is available and then act accordingly. Approach each respondent as though he is friendly and interested. Be attentive to respondent needs. With some respondents, an interview can be obtained with only a brief explanation of the basic points; with others greater detail is required.

USE THE QUESTIONNAIRE PROVIDED FOR CONDUCTING THE INTERVIEW

The questionnaire is the basic tool which you use to collect survey information. The purpose of the questionnaire is to help the interviewer obtain accurate and complete information, and it does this by meeting three criteria:

- The questionnaire is based on the research objectives of the assessment. The staff determined what data was needed to fulfill the purposes of the project. From this, they devise the questions that will produce the specified information.
- The questionnaire is designed to assist you in building rapport. Researchers have developed the questionnaire in a manner which increases the respondent's interest. The wording of the questions, the choice of words and language, logical question order, and conversational ways of phrasing the questions are built into the questionnaire to help create and maintain rapport. Statements are included in the margin of the questionnaire to help you shift from area to area. The questionnaire is respondent-centered and designed to create an atmosphere in which conversation rather than interrogation can take place.
- The questionnaire helps to standardize the interviews. There are a number of interviewers in the field. Data must be collected in a uniform manner for all respondents with strict adherence to the interview instructions. People in the sample must be asked the same questions in the same way.

The questionnaire you will be using was designed to gather certain information about how people feel about learning programs, their occupational status, and their educational and job aspirations. It is important that you become very familiar with every item on the questionnaire. You will ask the respondent each question directly rather than having the person fill it out. For this reason, it is very important that you learn to mark the correct choices accurately and in a standardized way. Your training program has instructed you in this procedure.

The following are some tips for learning how to use the questionnaire:

- Learn to use the questionnaire informally. Familiarize yourself with the questions so that you don't have to concentrate on reading them when you ask each question.
- Try not to create the impression that the respondent is being cross-examined and keep from making criticisms – non-verbal or verbal. Gestures, facial expressions, tone of

voice, etc. can be easily misinterpreted and give the respondent the impression that you do not approve of his answers or that you are surprised or shocked by the answers.

- Do not verbally or non-verbally demonstrate approval of the respondent's answers. Try to affect an objective attitude while being supportive of a respondent's willingness to answer questions.
- Be thoroughly familiar with the questionnaire so that the progression from item to item will flow smoothly, almost conversationally.
- Every possible response blank should be filled in by the end of the interview. Be sure of this – double check and triple check to make sure that there are no blank spaces when you are finished.
- The questionnaire has two types of questions: the write-in and the check-off question. The write-in question is used when a brief answer is anticipated from the respondent. An example from the questionnaire is:

Q7g. Is there something, anything at all, you might like to learn about?

_____

_____

You should write-in the respondent's reply as the respondent gives you his answer.

8

The check-off question is used for factual items that easily fit into categories. For example:

Q22. What is your usual means of transportation?

_____ Private vehicle
_____ Public transportation
_____ Friend or relative drives
_____ none

In this case, you should check the category which is closest to or exactly the respondent's reply.

- There are other questions on the questionnaire which may require the exercise of more judgment on your part, although they are also check-off items. When this is the case, as in questions 10 & 12d. be careful when noting down the answer.

10 In which of the following ways would you most want a learning program to be helpful to you?

a. ___ on the job that I now hold
b. ___ prepare to change jobs
c. ___ to get a promotion
d. ___ carrying out everyday tasks and duties around home
e. ___ spend my spare time more enjoyably
f. ___ meet new and interesting people
g. ___ get away from the daily routine
h. ___ become a better informed person

12d. In what ways was the program helpful to you?

a. ___ on the job that I now hold
b. ___ prepare to change jobs
c. ___ to get a promotion
d. ___ carrying out everyday tasks and duties around home
e. ___ spend my spare time more enjoyably
f. ___ meet new and interesting people
g. ___ get away from the daily routine
h. ___ become a better informed person

Avoid listening only for key words in the respondent's reply. You should become very familiar with these more difficult items. Often the qualifying statements made by the respondent contain a more complete reflection of his feelings and attitudes about a particular topic. For example:

Q3d. Do you like the job you presently hold?

Ans. "Well, its alright, but I don't get paid what I'm worth, and besides that, I don't really like the hours, but yes, I guess I like it."

The respondent's reply indicates a "it's ok" answer on the questionnaire.

Q6b. Suppose you were going to enroll in some sort of learning program. What would you like to get out of it? For instance, if you learned how to do work different from what you are now doing, how important might that be?

Ans. "Well, I don't know. Yes, sure . . . I have always liked being a secretary, but then on the other hand, I guess if I could take something that would finally pay more, it would be fairly important, but being a secretary is kinda fun."

The respondent's reply indicates a "not important" answer on the questionnaire.

- As you can see from these examples, your judgment as to the sometimes vague meaning of a response is critical. While quantifying a general impression is often difficult, this is nevertheless your task. On some of the less clearly defined items you will have to "get a feel" for the respondent's true posture, taking into account facial expression, general tone of responses, indications of uncertainty, etc. It may be necessary to probe for a response which is scorable. Your judgment is what counts here. Avoid scoring items in terms of off-handed phrases and don't settle for overly simple responses.
- Note the marginal instructions which are applicable to certain items. Follow these instructions carefully. Space is allowed for you to note the probes you have used. (See page 11 for more information on probing). It is here that you also note any changes you made from the content or wording of the item which may have occurred.
- Translate responses which are phrased in terms of (1) previous questions, (2) related issues, etc. For example:

  "Yes, if X"
  "No, unless Y"

This may sometimes become complicated:

Q10. Would getting a promotion be helpful?

Ans. "Well I would like to learn some new things . . . if I could get some other kind of work . . . sure, but not now."

This might be coded by checking the "getting a promotion" space and adding "if 10b." Here you would be indicating the qualifier "if changing jobs" and ignoring the related but meaningless, "I'd like to learn some new things." Do the best you can with such responses, attempting to note any significant qualifier. Note that in several items not all of the possible alternatives may be appropriate for the respondent in view of a previous reply he has given.

- Score "N/A" where the question is completely illogical, given a particular respondent or previous set of responses. Score "NR" when there is simply no indication given from which you could score a response.
- **Do not write the name of the respondent on the questionnaire.** The utmost care must be taken to ensure complete confidentiality in regard to a respondent's identity.
- Asking questions to gather personal information is frequently the most sensitive aspect of the interview; however, that task need not cause uneasiness on the part of the interviewer or hostility on the part of the respondent if rapport has been created and maintained during the entire interview. This type of question usually appears at the end

of the interview questionnaire, which makes it easier to obtain, given a good relationship has been maintained with the respondent. The interviewer will be able to fill in some of the items on the basis of prior observation, such as race of the respondent, type of dwelling unit, etc. However, the items about family income, age, number of persons in household etc., will have to be obtained from the respondent. The interviewer might say something like this:

> "As I was saying earlier, we are talking with people of different ages and various occupations, in all parts of this area. When we put all the interviews together, we will see whether men feel differently than women, young people feel differently than older people, and so on. To do this, we need to know a few things about the people we talk to. I have just a few questions related to that information to ask you."

You may need to re-emphasize that all data are kept confidential and no connection will be made between an individual respondent and the summary of results. If you are matter-of-fact in approaching these items, the chances are that there will be no problems. Many people are accustomed to giving such information about themselves to various agencies and collecting such data should present no special difficulties.

When you come to the question about income on the questionnaire, assure the respondent again of the confidentiality of all data. Hand the respondent the card and read the instruction and the question to the respondent. After he has circled his response on the card and gives it back to you, you should immediately circle his reply on the questionnaire so that this information is not lost.

ASK THE QUESTIONS EXACTLY AS WORDED IN THE QUESTIONNAIRE

If you add words to a question or leave out part of the question, it could change the intended meaning. This does not mean that the questionnaire should be read to the respondent, but that you are familiar enough with the items that you can deliver the exact phrasing of the questions in a manner which appears objective and logical. Guard against accidentally omitting part of the question or adding words to it. For example, if the question reads: "Do most of your relatives live nearby or far away?" to omit "Or far away" changes the purpose of the question. Try to avoid adding an explanatory comment to the question, such as "In other words . . ." or "what I mean is . . ."

ASK EVERY QUESTION SPECIFIED IN THE QUESTIONNAIRE IN THE ORDER PRESENTED

Ask every question listed in the questionnaire. Do not presume that because of the way a respondent lives, looks, etc. that certain questions do not apply to him. Only when the respondent clearly answers a particular item in a manner that indicates other items do not pertain to him, should you drop any questions. For example:

Q3. Are you presently employed?

____Yes __X__No

If your respondent has clearly indicated a "No" answer, then and only then do you know that other items such as the following do not pertain to him. For instance:

Q3a. What type of work do you do?

Q3c. How long at present job . . .

and other items which are clearly applicable only to those who are employed.

There are some instructional notes on the questionnaire which will remind you what to do if a respondent has answered a previous question in a particular way.

Although the respondent's answer to one question may suggest what the answer to a following question will be, you should not presume the answer to any question. If the respondent's earlier answer does seem to answer a later question, you should make a note under the first question, then preface remarks to the later question with some statement like, "We have already touched on this," or "You've told me something about this already, but let me ask you . . . " It is your responsibility to make certain that wherever possible, the respondent is exposed to each question specified on the questionnaire.

As noted previously, the only exception to this rule is if questionnaire instructions clearly indicate one or more items are to be skipped on the basis of an answer by the respondent.

You should follow strictly the given question order. The question sequence has been designed for continuity and for creating a conversational

atmosphere. The order is also arranged so that early questions will not bias the respondent's answers to later questions. Furthermore, question order needs to be standardized from respondent to respondent so that interviews will be comparable.

REPEAT AND CLARIFY QUESTIONS WHICH ARE MISUNDERSTOOD OR MISINTERPRETED

Occasionally a respondent may misunderstand or misinterpret the meaning of a question. Repeat the question. It is possible that the respondent needs time to think the question over. Wait and do not press for an immediate answer. If the respondent needs reassuring, add after the question a neutral remark such as "There are no right or wrong answers to the questions," or "We just want your ideas on this." If there still is no response, reword the question slightly. **This should occur only when there is no other way to obtain an answer.** If it does become necessary to reword the question, note any changes on the questionnaire using the exact wording you used.

RECORD THE RESPONDENT ANSWERS AS HE GIVES THEM

You should write in the respondent's reply to each question at the time he gives it. Even though you do a good job in conducting the interview, the survey cannot succeed unless you convey the information to the research staff in a complete and unbiased form. The best way to do this is by recording responses as the interview is going on.

There are spaces provided in which you are to record each answer.

The following are some tips for recording the interview:

- Write down all supplementary comments, explanations, or questions you used during the interview. Entry of probing questions (See this page) and comments by you should always be made in parentheses, during the course of the interview. They are noted on the questionnaire at the point where they were made during the interview. In this way, the analysts of the data can determine what influenced the respondent to answer as he did.
- Use a pencil to record. Please use a black pencil and not a pen. Carry several pencils with you when taking an interview so you will always have a sharp one.
- Writing must be legible. Regardless of how good the actual interview may have been, it is worthless if the record of it cannot be read.
- When starting an interview, try to find a place where writing will be easy. Carry a clipboard to write on. You can't always count on having a table available for you to write on
- Have extra paper along in case you need to record a lengthy answer. Remember to properly identify the paper as belonging to a particular interview and a particular question.
- Use the following abbreviations to help you record faster.

  R ..... respondent
  I'er ..... interviewer
  I'w ..... interview
  DK ..... don't know
  RQ ..... repeated (survey) question
  T'nail ..... thumbnail sketch
  Q'naire ..... questionnaire
  AE ..... anything else

  For more abbreviations to use, see page 12
- Practice recording before you start any interviews. It will help you to learn some of the above techniques to try to record an interview using a friend as the respondent.

USE PROBING TECHNIQUES TO STIMULATE DISCUSSION AND OBTAIN THE NEEDED INFORMATION

Probing, a technique used by interviewers to stimulate discussion and obtain more information, is one of the most challenging and important aspects of the interviewer's work. The quality of the interview depends a great deal on your ability to probe meaningfully and successfully. A question has been asked and an answer given. For any number of reasons, the answer may be inadequate and require your seeking more information to meet the survey objectives.

Obtaining specific, complete responses which satisfy the question objectives can be difficult. Some respondents have trouble putting their thoughts into words; other respondent's answers may be unclear or incomplete; other respondents may want to hide their attitudes because they feel they are unacceptable. You must deal with these factors and use procedures which encourage and clarify the information provided by the respondent.

Probing for more information serves two major functions:

1. It motivates the respondent to communicate more fully so that he expands on what he has said, clarifies what he has said, or explains the reasons behind what he has said.
2. It focuses the discussion on the specific subject matter of the interview so that irrelevant and unnecessary information can be eliminated.

Probing must accomplish these objectives without introducing a bias. For this reason, you must not introduce unplanned or unwanted influences which might produce a response not intended in the survey.

Even the best questionnaire may occasionally bring a first response which is inadequate because it is only a partial answer. The response might be irrelevant, about something besides the subject of the question; unclear, meaning anyone of a number of things; or inconsistent, in conflict with other information. For example, an irrelevant answer might be:

Q2. How do you like living in this community?
Ans. "Well, we used to live in Alabama, but then we went on to Georgia before we came here."

The answer given is irrelevant to the question.

At this point, you should initiate further discussion on the topic of the question so that clear, complete, and relevant answers are obtained. This does not mean that you should openly question a respondent's answer; rather, you should encourage the respondent to clarify and expand his answer to better meet the question objectives.

Learning the objective of each question on the questionnaire (the opportunity for doing this is provided during the training sessions) is an important preparation step for probing. To be able to identify inadequate responses, you must fully understand the exact information being sought by the particular question.

Several different techniques may be used to obtain complete and clear responses. These techniques should be used so that they appear as a natural and casual part of normal conversation.

- A brief assertion of understanding or interest. By saying such things as "Isee," "Yes," or "That's interesting," you indicate that you have heard the response given so far, you are interested, but that you expect to hear more. These responses serve to stimulate the respondent to continue to talk.
- An expectant pause. You simply remain silent when you think a respondent has provided some information but really has more to say. The pause, often accompanied by an expectant look or a nod of the head, allows the respondent time to gather his thoughts.

  Utilizing pauses during an interview is often difficult. However, pauses are useful in encouraging people to continue to talk and you should learn how to use them. One word of caution, you must be sensitive to each individual while using this technique. Some respondents may be out of ideas, and in that case a pause will not result in further discussion. What might result is an embarrassed silence.
- Repeating the question. When the respondent does not seem to understand the question, misinterprets it, seems unable to make up his mind, or strays from the subject, it is often useful to repeat the question just as it is written in the questionnaire. Many respondents, when hearing the question for a second time, realize what kind of answer is needed. They may not have heard the question fully the first time, or missed the question's emphasis.
- Repeating the respondent's reply. Simply repeating what the respondent has said as soon as he has stopped talking is often an excellent probe. This should be done as you are writing so that you actually repeat what the respondent has said.
- A neutral question or comment. Neutral questions or comments are frequently used to obtain clearer and more complete responses. The following are examples of the most commonly used probes or "key word" phrases.

  "How do you mean that?" (How mean?)
  "Could you tell me more about your thinking on that? (Tell more)
  "I'm not sure I understand what you have in mind." (What in mind?)
  "Why do you thing that is so?" (Why?)
  "Could you tell me why you feel that way?" (Why?)
  "What do you think causes that?" (What causes?)
  "Do you have any other reasons for feeling as you do?" (Other?)

"Anything else?" (A E or else?)
"Repeat question." (RQ)

Such questions indicate you are interested and make a direct bid for more information. This technique takes a while for new interviewers to master, but it is a dependable and productive technique when used correctly. It requires that you recognize immediately how the respondent's answer has failed to meet the objectives of the question, and then formulate a neutral type of question to elicit the information needed. Your manner of asking these neutral questions is important. Needless to say, a demanding tone of voice can damage rapport.

- Asking for further clarification. In probing, it is sometimes a good technique for you to appear slightly confused by the respondent's answer, and indicate in your probe that it might be you who failed to understand. For example: "I'm not sure I know what you mean by that, could you tell me a little more?" This technique can arouse the respondent's desire to cooperate with a fellow human being, trying to do a good job. However, it should not be overplayed. The respondent should not get the feeling that you don't know when a question is properly answered, or that you can't understand the respondent's answers. This approach is also useful in dealing with what appears to be an answer that is inconsistent with previous answers. For example, you might simply say, "I'm sorry, but I'm not sure I understand. Did you mention previously . . .?" and then briefly mention the respondent's previous reply. Do not appear to be cross-examining the respondent.

UPON COMPLETION OF THE QUESTIONING, TERMINATE THE INTERVIEW

At the conclusion of the interview, the respondent should feel that his time has been well spent and that the interview has been worthwhile to him. Answer any questions related to the interview, but do not linger for general conversation.

THANK THE RESPONDENT FOR HIS TIME AND INTEREST.

This should be done in a warm manner, to encourage the respondent to feel good about the time he has just taken for the interview.

LEAVE THE DWELLING

You shouldn't stop to talk once the interview has been completed. You still have other interviews to take and you also want to allow some time right after the interview to complete your editing and get the questionnaire ready to hand in to your Field Coordinator.

To sum up this section on techniques to use for conducting an interview, there are three types of errors that you want to try to avoid.

1. Asking errors. These are any changes in the wording of the questions from the questionnaire. They can result in inaccurate findings and change the results of the survey.
2. Probing errors. These are inappropriate or inaccurate open-ended questions. Probing should be neutral and held to a minimum.
3. Recording errors. These are inaccurate transcriptions of the respondent's answers. They can seriously alter the results of the assessment project. Accuracy and standardization of recording techniques and principles must be consistent between interviewers.

6. TECHNIQUES FOR EDITING THE INTERVIEW

COMPLETE THE THUMBNAIL SKETCH AT THE END OF THE QUESTIONNAIRE

The Thumbnail sketch is to be completed after the interview has taken place. There is space provided at the end of the questionnaire for you to enter a short description of the respondent and the interview situation.

This is a good place to try to describe the special aspects of the respondent and the interview situation. You can also "blow off steam" about the interview here. Analysts always read the

sketches so that they can get a full picture of what happened during the interview.

A thumbnail sketch should contain the following types of information:

- Attitude of the respondent and his family toward you and the assessment project.
- Unusual circumstances and happenings that help explain the interview, such as interruptions, language difficulty, etc.
- Anything that happened while terminating the interview that further explains, modifies, or has bearing on the survey objectives.

CHECK TO MAKE SURE THAT EVERYTHING NOTED ON THE QUESTIONNAIRE IS ACCURATE

When editing your questionnaire, remember that someone who was not present when the interview was taken will be reading it. Even if a question was asked and a complete answer was obtained, the entire response can be lost if the response was recorded inaccurately or it is unreadable. Read back through the whole questionnaire to make sure that you accurately recorded all the respondent's answers.

The best time to edit an interview is right after it is taken, for at this time the entire situation is still clear in your mind. Sometimes, it isn't possible to edit immediately, but no more than a day should pass before you complete the editing.

The following are some tips for what should be covered in the editing of the questionnaire:

- The questionnaire is legible. The best response is lost if it can't be read.
- Inappropriate questions are marked not applicable (N/A). Make sure the questions you mark N/A are really not applicable according to the questionnaire instructions and not ones that were missed in the interview by mistake.
- All abbreviations and key words used by you are written out.
- All unclear responses should be explained in an interview summary. Remember that in writing your summary about anything that may have affected the interview, be careful not to make judgments about the respondent, such as remarks about his psychological state, etc. Mention only observable things which he may have done, or that happened which could bear upon answers to questionnaire items.
- Be sure that the thumbnail sketch is provided. This will give the reader a good idea of the interviewing situation and will help close the gap between the actual interview and the interview analysis.
- Cross reference relevant material in the interview. Write down all information where it is given in the interview. Then, during editing, cross-reference not only the responses to one question that also apply to other questions, but also any information the respondent added to an earlier question, or gave after the interview was completed. This will alert the analysts to read all relevant information. Such a cross-reference might read:

  "Q4. (See Q10.)" or, "Q4. (See thumbnail sketch.)"

- Make sure that any incomplete answer will make sense to the analyst by adding marginal notes of explanation.
- Check everything again for accuracy.

PUT PARENTHESES AROUND ALL COMMENTS NOT MADE BY THE RESPONDENT

Parentheses are used to distinguish clearly between the respondent's words and anything you did or said. They should be used for the following situations:

- All probing comments used in the interview.
- All remarks and explanations you made to the respondent.
- Comments you may wish to make to the analysts such as:
  a. What the respondent means
  b. Descriptions of the respondent's behavior
  c. Summaries of the respondent's digressions
     (For example: "The respondent talked at length about . . .")
  d. Cross references

Do not put anything the respondent says in parentheses.

MAKE SURE ALL WRITING IS LEGIBLE

Check and double check to make sure that what you wrote can be read easily.

MAKE SURE THE QUESTIONNAIRE IS COMPLETE

Each question must either be answered by the respondent or it must have some explanation from you as to why it wasn't answered. If you accidentally skipped any questions or intentionally skipped any because they did not apply, some explanation should be written in these blanks to alert the analyst to why the respondent did not answer these questions.

MAKE SURE THE COVER SHEET IS COMPLETELY FILLED OUT

The cover sheet of the questionnaire shoud be carefully reviewed at the time of editing. The following are some tips to remember for this review:

- Check to see that all necessary identification is on each cover sheet – the number of the interviewer, the date and the length of the interview in minutes.
- Make sure the specific address appears on the cover sheet in exactly the same words as it appears on the listing sheet.
- Give as much information as possible for any refusal situation or non-interview.

GIVE COMPLETED EDITED QUESTIONNAIRE TO YOUR FIELD COORDINATOR PROMPTLY

Once you have accumulated at least five completed questionnaires, turn them in to your Field Coordinator either in person or by registered mail. Do not let them accumulate until you have a large bundle because this will throw an unnecessarily heavy load on your Field Coordinator who must check each one for completeness and accuracy.

7. CONCLUSION

This handbook has been designed to acquaint you with the nature of an interview, your role and function in this adult needs assessment project, and potential errors to avoid in the interview situation. It has suggested procedures and techniques which will aid you in your task.

Training courses will provide more detailed information about the specifics of these skills. Also, while you are in the field, collecting data from the respondents assigned to you, your field coordinator will be available to help you with any questions or problems you may have.

There is no doubt after having read this material that you will see that interviewing can be a very challenging backdrop for human interaction. The importance of your work as interviewers cannot be underestimated. You are a key part of a very complex equation. While your respondents are, of course, the focus of the interview, still, it is your skills, warmth, interest and drive that will encourage people to give you the answers that may someday help meet many of our community's adult education needs.

Adult Needs Assessment

EMPLOYER SURVEY

cde
SBCCOE

They can because they think they can

"The continuing educational needs of Colorado's adults are of first importance. There are thousands of adults who want an opportunity to further supplement their education and training. This opportunity can mean the attainment of the full potential of the unemployed and underemployed of Colorado. It can mean a higher standard of living for them and for their families.

The Adult Education Needs Assessment Program is vitally important to all of us. I thank you, each one of you, for your cooperation."

Governor John Vanderhoof

This Document was Developed and Prepared by the
Center for Research and Education
Under Contract With the
Colorado Department of Education
1974

ADULT NEEDS ASSESSMENT EMPLOYER SURVEY

Planning Region #	
Employer #	
Stratum #	
Sample #	

1. What percentage of your jobs have educational requirements?
   1a. _____% less than a high school education
   1b. _____% a high school education
   1c. _____% a college degree
   1d. _____% vocational education training
   1e. _____% other requirements (specify)

2. How are your employees obtained? (Check one or more)
   _____ Advertising
   _____ State Employment Service
   _____ Private Employment Service
   _____ Friends and Relatives
   _____ Vocational-Technical Schools
   _____ Public Schools
   _____ Employee Referred
   _____ Universities or Colleges
   _____ Manpower Programs
   _____ Walk-ins (self-applicants)
   _____ Other

3. Many jobs, for a variety of safety and other reasons, are unsuitable for individuals with particular handicaps. Are there any jobs in your organization which are suitable for people with any of the handicaps listed below? Check those which may apply.
   _____ Missing Limb
   _____ Lameness
   _____ Epilepsy
   _____ Sight Defects
   _____ Hearing Loss
   _____ Speech Defect
   _____ Heart Trouble
   _____ Mentally Retarded
   _____ Paralysis

4. Does your organization presently have employees with a prison or felony record?
   _____ Yes
   _____ No

5. Does your organization provide pre-employment training?
   _____ Yes
   _____ No

   5a. If yes, where is it conducted? (Check all that apply)
   _____ On the premises
   _____ Vocational school
   _____ Community colleges
   _____ Other (Specify)

   5b. Who pays for pre-employment training? Indicate if cost is shared.
   _____ Employee
   _____ Your Organization
   _____ School District
   _____ Union
   _____ Manpower Programs
   _____ Other (Specify)

6. Does your organization provide on-the-job training?
_____ Yes
_____ No

6a. If yes, where is it conducted? (Check all that apply.)
_____ On the premises
_____ Vocational School
_____ Community colleges
_____ Other (Specify)

6b. Who pays for on-the-job training? Indicate if cost is shared.
_____ Employee
_____ Your Organization
_____ School District
_____ Union
_____ Manpower Programs
_____ Other (Specify)

7. If your organization has union employees, does the union provide training for any of them?
_____ Yes
_____ No

7a. If yes, what kind is it? (Check all that apply)
_____ Pre-Employment
_____ Apprenticeship
_____ On-the-job
_____ Special Courses
_____ Other (Specify)_____
_____

8. For what period of time must an employee be on the job before your organization will pay for training?
_____ None
_____ Less than 1 month
_____ 1-3 months
_____ 4-6 months
_____ 7-12 months
_____ Company does not pay for training
_____ Other (Specify)

9. If new occupational or educational services were made available outside of your organization, would you consider providing monetary support for such programs?
_____ Yes
_____ No

9a. If new occupational or educational services were made available outside of your organization, would you consider providing in-kind support to such programs?
_____ Yes
_____ No

10. Do you have employees whose opportunities for advancement would improve significantly if they had one or more of the kinds of training listed below? If yes, what percentage? (Check all that apply)

10a. _____	General Education Training	_____ 0-10%	_____ 11-25%	_____ 26-50%	_____ 51 or more %
10b. _____	Vocational Training	_____ 0-10%	_____ 11-25%	_____ 26-50%	_____ 51 or more %
10c. _____	Special Skills Training	_____ 0-10%	_____ 11-25%	_____ 26-50%	_____ 51 or more %

10d. _____ General Education Development (GED/high school equivalency) _____0-10% _____11-25% _____26-50% _____51 or more %

10e. _____ Other _____0-10% _____11-25% _____26-50% _____51 or more %

11. In your opinion, do you have employees whose productivity would improve through special training and/or continued education?

_____ Yes
_____ No

11a. If yes, what percentage?

_____ 0 to 10%
_____ 11 to 25%
_____ 26 to 50%
_____ 51 or more %

12. If you are of the opinion that some of your employees are in need of further education, what do you think are the main obstacles which prevent them from getting it? (Check all that apply)

_____ Cost
_____ Not enough time
_____ Home responsibilities
_____ Job responsibilities
_____ Amount of time required to complete program
_____ Age
_____ Health
_____ Lack of information about existing programs
_____ Appropriate programs do not now exist
_____ Available programs not effective
_____ Programs not offered at appropriate times
_____ Distance
_____ Lack of transportation
_____ Indifference
_____ Other

13. If you are of the opinion that adult education classes should be available, who should offer them? (Check all that apply.)

_____ Business/Industry
_____ Universities
_____ Unions
_____ Private Schools
_____ Local Schools
_____ Vocational/Educational Schools
_____ Community Colleges
_____ Other

14. Who, in your opinion, should pay for such programs? (Check all that apply.)

_____ Individuals/Employees
_____ Business/Industry
_____ Government
_____ School Districts
_____ Manpower Programs
_____ Other

15. Check which types of adult education classes are needed but not provided by your organization or by the community, and which would benefit the employees of your organization. (Check all that apply)

_____ A. GENERAL ACADEMIC EDUCATION (Includes common high school subjects, such as history, English, public speaking, mathematics, etc.)

_____ B. CIVIC AND PUBLIC AFFAIRS EDUCATION (Includes seminars, discussion groups, informal classes, etc.)

_____ C. AMERICANIZATION AND BASIC EDUCATION (Includes classes and activities in which the major emphasis is upon (a) naturalization of foreign-born or (b) literacy for native and foreign-born adults.)

_____ D. FINE ARTS AND CRAFTS (Includes photography, metal, music, drama, painting, etc.)

_____ E. COMMERCIAL AND DISTRIBUTIVE EDUCATION (Includes classes in typing, shorthand, bookkeeping, salesmanship, office management, etc.)

_____ F. AGRICULTURE (Includes vocational agriculture courses.)

_____ G. VOCATIONAL AND TECHNICAL EDUCATION OTHER THAN AGRICULTURE (Includes all classes in apprentice training, automotives, electronics, service and domestic trades, etc.)

_____ H. HOMEMAKING AND FAMILY LIFE EDUCATION (Includes sewing, cooking, nutrition, consumer-ship, budget management, parent study groups, child care and development, family relationships, etc.)

_____ I. HEALTH AND PHYSICAL EDUCATION (Includes such classes as first aid, home nursing, food handling, health education, physical fitness, etc.)

_____ J. PERSONAL IMPROVEMENT (Includes classes in personal psychology, personality improvement, etc.)

_____ K. RECREATIONAL ACTIVITIES (Includes all classes in sports, dancing, bridge and other activities designed primarily for leisure-time recreation.)

_____ L. SAFETY AND DRIVER EDUCATION (Includes classes in driver education, water safety, first aid, civil defense, accident and fire prevention.)

_____ M. SPECIAL EDUCATION (Includes classes for handicapped adults, lip reading, Braille, speech correction, remedial reading, and other courses for handicapped.)

_____ N. OTHER (Includes any other adult education classes not belonging in any of the above categories that you would like to have offered to your community.)

_____

_____

_____

_____

16. Of those types of adult education that you indicated are needed, please list the three that are needed the most by your organization and those three that are the least. Use the letter that corresponds to the type of adult education listed above (e.g., if you checked "A. General Academic Education" and you think it is the type **most** needed by your organization, enter the letter A in the first space under Highest, etc.).

16a. **Highest**

1. _____
2. _____
3. _____

16b. **Lowest**

1. _____
2. _____
3. _____

Adult Needs Assessment

AGENCY SURVEY

cde
SBCCOE

They can because they think they can

"The continuing educational needs of Colorado's adults are of first importance. There are thousands of adults who want an opportunity to further supplement their education and training. This opportunity can mean the attainment of the full potential of the unemployed and underemployed of Colorado. It can mean a higher standard of living for them and for their families.

The Adult Education Needs Assessment Program is vitally important to all of us. I thank you, each one of you, for your cooperation."

Governor John Vanderhoof

This Document was Developed and Prepared by the
Center for Research and Education
Under Contract With the
Colorado Department of Education
1974

ADULT NEEDS ASSESSMENT AGENCY SURVEY

Planning Region #	
Sample A B	
Sample #	

1. Agency Name _____

   Address _____

   _____ Phone _____

   Name of person completing questionnaire _____

   Title _____

2. What type of service does your agency provide?

   _____

   _____

3. Are all services to your clients provided at the address given above?
   _____ Yes
   _____ No

4. If not, at what other locations are your services offered?
   _____ Extension sites
   _____ Neighborhood centers
   _____ Homes
   _____ On the job
   _____ Labor centers
   _____ Community action centers
   _____ College or University facilities
   _____ Public schools
   _____ Contracted training centers
   _____ On the street, or wherever we find clients
   _____ Public buildings
   _____ Other _____

5. What are the eligibility requirements for your clients?

   _____

   _____

6. Where is your agency located?
   _____ Urban
   _____ Suburban
   _____ Rural
   _____ Rural Isolated

7. Approximately how large an area does your agency serve?
   _____ Large (more than one county)
   _____ Medium (one county or less)
   _____ Small (1 to 2 square miles: a neighborhood)

8. How would your agency be classified? Check more than one if appropriate.

_____ U. S. Government
_____ State Government
_____ County Government
_____ City Government
_____ University
_____ Junior College
_____ Vocational Education
_____ Special Education
_____ Board of Cooperative Services
_____ (BOCS)
_____ Community College
_____ School District
_____ Civic
_____ Church
_____ Cooperative
_____ Union
_____ Private Non-profit
_____ Other

9. What adult population does your agency serve?

9a. **Age Groups**

_____ 16 to 24
_____ 25 to 60
_____ 61 and over
_____ All of the above

9b. **Income Groups**

_____ Welfare recipients only
_____ All income levels above welfare
_____ All income groups

9c. **Sex**

_____ Male
_____ Female
_____ Both

9d. **Education**

_____ 0 to 8th Grade
_____ 9th to 12th Grade
_____ Vocational/Technical
_____ College/University

10. What percentage of your adult clients are: (Give percentage for all that you serve)

_____ Caucasian
_____ Black
_____ Oriental
_____ American Indian
_____ Spanish surname
_____ Other_____

11. Estimate how many adult clients your agency serves during the following time periods:

_____ Spring
_____ Summer
_____ Fall
_____ Winter

12. How many adults are **eligible** to attend programs or participate in services provided by your agency?

12a. How many adults **attend** programs or participate in services provided by your agency?

13. How does your agency decide upon specific services to be offered? (Check all that apply)

_____ Legally required
_____ Government requirements
_____ Agency objectives
_____ Fund allocations
_____ Community surveys
_____ Individual needs assessment
_____ Other _____

14. How are your clientele recruited or enrolled? (Check all that apply)

_____ Other agencies
_____ Newspaper, Radio, TV
_____ Direct mail
_____ By law
_____ Referral
_____ Through other clients
_____ Catalogs
_____ Personal visits
_____ Other _____

15. How are other agencies made aware of the services you offer? (Check all that apply)

_____ Brochures
_____ Catalogs
_____ Posters
_____ Newspaper advertisements
_____ Newspaper/Magazine stories
_____ Radio, TV (programs and/or spots)
_____ Personal contact
_____ Professional conventions or conferences
_____ Advertising agencies
_____ Public relations agencies (external)
_____ Agency public relations personnel (internal)
_____ Other _____

16. What are your agency's funding sources? (Check all that apply)

_____ Governmental
_____ Foundation
_____ Fund drive
_____ Client fees
_____ Labor unions
_____ Business/Industry
_____ Private
_____ Other _____

17. What sources of financial aid are available to your clients through your agency? (Check all that apply)

_____ Scholarships
_____ Grants
_____ Work grants
_____ Fellowships
_____ Part-time work
_____ Welfare
_____ Private health insurance
_____ Medicare/Medicaid
_____ Special ethnic grants or scholarships
_____ Veterans aid
_____ Loans
_____ Governmental sources
_____ None
_____ Other _____

18. What sources of financial aid do your clients most frequently rely on when they utilize your agency? (Check all that apply)

_____ United Way funds
_____ Scholarships
_____ Grants
_____ Work grants
_____ Fellowships
_____ Part-time work
_____ Welfare
_____ Own funds
_____ Medicare/Medicaid
_____ Special ethnic grants or scholarships
_____ Veterans aid
_____ Loans
_____ Governmental sources
_____ Other

19. Does your agency have resources and capabilities to meet the total requirements of your target clients, according to your agency objectives?

_____ Yes
_____ No

20. If you refer clients to other agencies, please indicate for what services. (Check all that apply)

_____ Counselling
_____ Testing
_____ Placement
_____ Treatment
_____ Training
_____ Funding
_____ Special services, e.g., health care
_____ Other _____

21. What supportive services do you offer to your clientele? (Check all that apply)

21a. **Processing**

_____ Process applications
_____ Counselling
_____ Testing
_____ Training
_____ Job placement
_____ Referral
_____ None
_____ Other _____

21b. **Logistics**

_____ Transportation
_____ Child care
_____ Medical services
_____ Food services
_____ Dormitories
_____ Library/Reading room
_____ Special services for handicapped (please specify) _____
_____ None
_____ Other _____

22. Please indicate when the services of your agency are offered. (Check all that apply)

_____ Daytime
_____ Evenings
_____ After work
_____ Weekends
_____ Holidays
_____ 24 hours a day
_____ Annually (12 month basis)
_____ Summer months
_____ Winter months
_____ Periodically (according to need)
_____ Other

23. What follow-up procedures on clientele does your agency use? (Check all that apply)

_____ Agency newsletter
_____ Questionnaire
_____ Phone call
_____ Required report back forms
_____ Voluntary report back form
_____ Scheduled home visits
_____ Scheduled office visits
_____ None
_____ Other

24. Does your agency have an evaluation procedure to assess the effectiveness of services?

_____ Yes
_____ No

25. If Yes, please specify which of the following: (Check all that apply)

_____ Standard governmental
_____ Internal
_____ External
_____ Monthly
_____ Semi-annually
_____ Annually
_____ End of training
_____ End of projects
_____ Informal (unstructured)
_____ Formal (structured)
_____ Other _____

26. If you are of the opinion that some of your clients are in need of your services, what do you think are the main obstacles which prevent clients from receiving them? (Check all that apply.)

_____ Cost
_____ Not enough time
_____ Job responsibilities
_____ Age
_____ Health
_____ Lack of information about existing services
_____ Appropriate services do not now exist
_____ Services not offered at appropriate times
_____ Distance
_____ Lack of transportation
_____ Indifference
_____ Other _____

Citizen Survey

GENERAL INSTRUCTIONS:

Fill in all the indicated blanks. Feel free to place elaborations or additional information of interest in available space. After introducing yourself, establishing your intentions, and the personal confidentiality of the data obtained, proceed to question directly below.

ASK THIS QUESTION FIRST:

How many people live in the household? (Indicate answer in box, and check to indicate which person was interviewed)

Relationship	Age	Sex

Interviewer's Instructions

1. Is English your preferred language?

_____yes
_____no

If "no," go to Q1a.

1a. What is your preferred language?

_____Spanish
_____Japanese
_____Other

2. Were you born here?

_____yes
_____no

If "no," go to Q2a.

2a. How long have you lived here?

_____less than 1 year
_____1 - 5 years
_____6 - 10 years
_____11 - 15 years

3. Are you presently employed?

_____yes
_____no

If "no," go to Q4.

3a. What type of work do you do?_____

_____

Probe for job tasks.

3b. After recording type of work done, check corresponding category here:

_____skilled labor
_____unskilled labor
_____professional

3c. How long have you held your present job?

_____less than 1 year
_____1 - 5 years
_____6 - 10 years
_____11 - 15 years

3d. Do you like the job you presently hold?

_____yes, very much
_____it's OK
_____no

If "no," go to instruction for Q5.

3e. Would you like to do different work from that which you are now doing?

_____yes
_____no

Probe for job tasks.

3f. If yes, what kind of work would you like to do?

_____

3g. After recording type of work desired, check corresponding category here:

_____skilled labor
_____unskilled labor
_____professional

3h. Have you had any training or experience in that area?

_____yes, a lot
_____yes, some
_____no, none

Probe for job tasks.

4. What type of work do you do when you work?_____

_____

4a. After recording type of work done, check corresponding category here:

_____skilled labor
_____unskilled labor
_____professional

4b. How long has it been since you worked?

_____less than one month
_____1 - 6 months
_____more than 6 months

4c. Do you want to do the same type of work again?

_____yes
_____no

Probe for job tasks.

4d. If no, what would you like to do?_____

_____

4e. After recording type of work desired, check corresponding category here:

_____skilled labor
_____unskilled labor
_____professional

4f. Have you had any training or experience in that area?

_____yes, a lot
_____yes, some
_____no, none

Read this paragraph aloud before asking Q5.

Now I'm going to ask you some questions about training programs, courses, and activities intended to teach people about things they want or need to learn. We'll call these "learning programs."

5. Let's suppose you took a learning program to make you very good at a job. Do you think that you would do well in the program even if it was of poor quality?

_____yes
_____no

6. Suppose you were going to enroll in some sort of learning program. What would you like to get out of it? For instance:

6a. If you learned something that could help you increase your earning power, how important might that be?

_____very important
_____of some importance
_____not important

6b. If you learned how to do work different from what you are now doing, how important might that be?

_____very important
_____of some importance
_____not important

6c. If you just learned some generally interesting information, how important might that be?

_____very important
_____of some importance
_____not important

6d. What about generally enriching your life - a program that would just be pleasing to you? How important might that be?

_____very important
_____of some importance
_____not important

Use the phrase "for instance" immediately following this.

7. What would make you go to a learning program? For instance:

_____

_____

7a. Would it be important to you if members of your family were participating?

_____yes
_____no

7b. What if some of your friends were participating, would that be important to you?

_____yes
_____no

7c. Would getting paid to attend a learning program be important to you?

_____yes
_____no

7d. If "yes" indicate estimate of lowest dollar amount (per session) which would be significant.

_____$1.00 or less
_____$1.01 to $2.00
_____$2.01 to $3.00
_____$3.01 to $4.00
_____$4.01 to $5.00
_____more than $5.01

7e. Would getting transportation to the program be important to you?

_____yes
_____no

7f. If yes:

_____if picked-up at home
_____if picked-up within a couple of blocks of home

If "no," go to Q7i.

7g. Would child care be helpful to you in attending a learning program?

_____yes
_____no

7h. If yes, how frequently would child care assistance be required?

_____each time program meets
_____occasionally

7i. Would receiving a certificate or diploma when you completed the program be important to you?

_____yes
_____no

If R indicates $ would matter, probe for a per session dollar figure which would be prohibitive, e.g., over $20? If "no," go to Q71.

7j. Would having to pay for attending a program be important to you?

_____yes
_____no

7k. If yes:

_____$0.25 to $2.00 per session
_____$2.01 to $4.00 per session
_____$4.01 to $6.00 per session
_____$6.01 to $8.00 per session
_____$8.01 or more per session

71. Ideally, where should programs be conducted? (Record only one choice)

_____college
_____community center
_____high school
_____church
_____private homes
_____other (specify)_____

If "no," go to Q7o.

7m. Would the length of the program make any difference to you?

_____yes
_____no

7n. If yes:

_____1 day
_____1 week
_____1 month
_____3 months
_____6 months or more

7o. Which time of day would be best for you? (One choice only)

_____early morning
_____late morning
_____early afternoon
_____late afternoon
_____early evening
_____late evening

7p. Which part of the week would be best for you? (One choice only)

_____weekdays
_____weekends

Do not give a specific prompt.

7q. Is there something, anything at all, you might like to learn about?_____ _____

_____

8. Are you planning to enroll in any type of learning program in the near future?

_____yes
_____maybe
_____no

If no go to Q10.

9. Do you know of any place around here where you could receive training or take some kind of educational learning program?

_____yes
_____no

Interviewer, do not read scale.

9a. If yes, how good is it?

1	2	3	4	5
Very Good	Good	Average	Poor	Very Poor

If R is employed, ask Q10.

10. In which of the following ways would you most want a learning program to be helpful to you?

a._____on the job that I now hold
b._____prepare to change jobs
c._____to get a promotion
d._____carrying out everyday tasks and duties around home
e._____spend my spare time more enjoyably
f._____meet new and interesting people
g._____get away from the daily routine
h._____become a better informed person

If R is unemployed, ask Q10a.

10a. In which of the following ways would you most want a learning program to be helpful to you?

a._____to get a job
b._____carrying out everyday tasks and duties around home
c._____spend my spare time more enjoyably
d._____meet new and interesting people
e._____get away from the daily routine
f._____become a better informed person

11. If you were asked to sit down and convince a small group of your relatives and/or friends that they should do something, do you think you would be successful?

_____yes, very
_____yes, more or less
_____depends on subject
_____not particularly
_____no, not at all

If no, go to Q13.

12. Other than compulsory education programs or college degree programs, have you ever been in a learning program?

_____yes
_____no

12a. How recently?

_____within last 3 months
_____within last 6 months
_____within last year
_____within last 5 years

12b. Thinking back to that learning program, could you tell me how you happened to enroll in it?

_____friend told me about it
_____family member told me about it
_____read about it
_____heard about it on TV or radio
_____supervisor at work told me
_____employment requirement

12c. How did you feel about the learning program you participated in?

Good _____: _____: _____: _____: _____: Bad

Useful _____: _____: _____: _____: _____: Useless

Exciting _____: _____: _____: _____: _____: Boring

If R is employed ask Q12d.

12d. In what ways was the program helpful to you?

a._____on the job that I now hold
b._____prepare to change jobs
c._____to get a promotion
d._____carrying out everyday tasks and duties around home
e._____spend my spare time more enjoyably
f._____meet new and interesting people
g._____get away from the daily routine
h._____become a better informed person

If R is unemployed ask 12e.

12e. In what ways was the program helpful to you?

a._____to get a job
b._____carrying out everyday tasks and duties around home
c._____spend my spare time more enjoyably
d._____meet new and interesting people
e._____get away from the daily routine
f._____become a better informed person

Ask about each choice separately.

13. Ask how often do you read or glance through a newspaper? magazine? watch television? listen to radio?

13a. Newspaper
_____every day
_____about every other day
_____about once or twice a week
_____less than once a week
_____never

13b. Magazines
_____every day
_____about every other day
_____about once or twice a week
_____less than once a week
_____never

13c. Television
_____every day
_____about every other day
_____about once or twice a week
_____less than once a week
_____never

13d. Radio

_____every day
_____about every other day
_____once or twice a week
_____less than once a week
_____never

14. Do you generally consider yourself to be a fast learner?

_____yes, very
_____yes, more or less
_____depends on subject
_____not particularly
_____no, slow

15. If you were learning some new activity, how well would you expect to do?

_____very well
_____fairly well
_____average
_____poorly
_____would fail

If "no," go to Q17.

16. Do you participate in any organizations, groups, or clubs?

_____yes
_____no

Read choices and check each "yes" response.

16a. What kind?

_____social
_____church-sponsored
_____political
_____labor unions
_____professional
_____other

17. What is your age?

_____16 to 18
_____19 to 25
_____26 to 40
_____41 to 50
_____51 to 60
_____61 or over

Do not ask.

18. Sex of respondent.

_____male
_____female

19. What is the highest grade-level of school you have completed?

_____1 to 6
_____7 to 12
_____high school graduate
_____beyond high school but not college
_____trade school
_____vocational school
_____community college
_____some college
_____college graduate
_____post graduate

20. What is your military status?

_____veteran
_____currently enlisted
_____other

Check appropriate box.

21. What is your marital status?

Married	
Single	
Divorced	
Widowed	

22. What is your usual means of transportation?

_____private vehicle
_____public transportation
_____friend or relative drives
_____none

Hand R card and ask question; assure R of confidentiality of all data. Circle the letter of R's choice on questionnaire.

23. Please tell me which letter best reflects your income.

Monthly	Weekly	Daily
A. Less than $420	E. Less than $100	I. Less than $20
B. Between $425-835	F. Between $105-200	J. Between $25-40
C. Between $840-1250	G. Between $205-300	K. Between $45-60
D. Over $1255	H. Over $305	L. Over $65

If "no," ask Q24a.

24. Do you think we've talked about some interesting topics?

_____yes
_____no

24a. Why not?

_____

_____

_____

_____

If race of R not clear and evident ask: "Of what race do you consider yourself to be a member?

25. Race of respondent only:
_____White
_____Black
_____Spanish American
_____Oriental
_____American Indian
_____Other (Please specify)_____

TO BE FILLED OUT BY INTERVIEWER ONLY

26. Check one of the following to show type of dwelling unit:

_____located on farm
_____non-farm: single family house
_____non-farm: duplex or two- family structure
_____non-farm: multi-unit structure (e.g., apartment, townhouse, etc.)

Please elaborate.

27. Do you think this interview provided a valid indication of the respondent's attitutdes?

_____very much so
_____some
_____not at all

_____

_____

_____

_____

Remember to record all of the following information.

28. Total time spent in this respondent's home (in minutes). _____

29. Time spent in actual interview (in minutes). _____

30. Total time spent for this set of responses (in minutes). _____

(Travel time spent, preparation time, plus all other.)

Interviewer: Please comment on the quality of the interview, i.e., anything you think significant about the respondent, his residence, neighborhood, etc. Use reverse side if necessary.